



3 1761 11971379 0

CA121

-63 B500

FINAL REPORT

(PART II)

Author: R. Torrens

Title: Teacher-training institutions
in Canada.

Div: VI

Report No. 7a



Presented to the
LIBRARY *of the*
UNIVERSITY OF TORONTO
by

Mr. Royce Frith
Commissioner

Royal Commission on
Bilingualism and
Biculturalism

ACCOPRESS

GENUINE PRESSBOARD BINDER

CAT. NO. **BP 2507 EMB**

ACCO CANADIAN COMPANY LTD.
TORONTO

OGDENSBURG, N.Y., CHICAGO, LONDON

CA121
-63B500

TEACHER-TRAINING INSTITUTIONS
IN CANADA

PART II

	Page
Teacher-Training Institutions Included.....	1
Appendix:	
1. Admission Requirements.....	2
2. High School Courses Required for Admission.....	2
3. Second-Language Requirements for Admission.....	5
4. University Admission and Admission.....	6
5. Training Courses for Elementary-School Teachers.....	6
6. Training Courses for Secondary-School Teachers.....	10
Report Prepared For The	
Royal Commission on Bilingualism and Biculturalism.....	13
7. Increase of French in English Canada.....	19
8. Graduation and Certification.....	20
9. Teacher Employment.....	23
10. Staff Qualifications at Training Institutions.....	26
11. Leadership.....	28
12. Ethnic Teachers.....	32
13. Teacher-Training Institutions.....	33
14. Unemployment and Underemployment.....	

R. Torrens

June, 1966

Table of Contents

	Page
Teacher-Training Institutions Included.....	1
Chapters:	
1. Admission Requirements.....	3
2. High-School Subjects Required for Admission.....	3
3. Second-Language Requirement for Admission.....	5
4. University Graduation and Admission.....	6
5. Training Courses for Elementary-School Teachers...	6
6. Training Courses for Secondary-School Teachers....	10
7. Second Language in Training Programmes.....	15
8. Awareness of French (or English) Canada.....	19
9. Graduation and Certification.....	20
10. Teacher Supply.....	23
11. Staff Qualifications at Training Institutions.....	26
12. Leadership.....	28
13. Critic Teachers.....	32
14. Teacher-Training at Universities.....	33
15. Conclusions and Recommendations	
Appendix I. Outline of the Project.	
Appendix II.	Tables on Second-Language Requirements for Admission to Teacher-training Institutions.
Appendix III.	Tables on Second-Language Requirements for Graduation.
Appendix IV.	Leadership Activities of Teacher-training Institutions.

Brief Résumé of the Report

This project was originally planned as a comparison of French and English teacher-training institutions in Canada. The publication of Volume II of the report of the Parent Commission, which foreshadowed sweeping changes in the teacher-training institutions of Quebec, led to a revision of the plan of study. It was now decided to survey teacher-training institutions in all provinces except Quebec. Questionnaires were sent to thirty-six institutions and returns were received from all of them. This report is based on a study of the returns and on a subsequent series of interviews with representatives of teacher-training institutions in each of the nine provinces in question.

High School graduation is a requirement for admission to most of the teacher-training institutions included in this survey. The twelve Ontario Teachers' Colleges all require for admission (in addition to High-School graduation) English Composition, English Literature and six other grade thirteen papers. Other institutions which train elementary-school teachers require a variety of specified subjects. All the university departments of Education or Faculties of Education which require High-School subjects for admission list English, and most of them list History or a Social Science. A number of them require French or a modern language and Mathematics in some form.

The teacher-training course offered by a few colleges or universities is a graduate programme to which only university graduates may be admitted.

The training courses for elementary-school teachers offered by the twelve Ontario Teachers' Colleges are fairly typical of all

institutions offering this type of training. The requirements are Educational Psychology, School Management, History and Philosophy of Education, Observation and Practice Teaching, General Methodology, and special methodology courses in ten subjects: English, Mathematics, Social Studies, Science, Art, Music, Physical Education and Health, Library Methods, Children's Literature, Religious Education.

Twenty-two of the thirty-six teacher-training institutions studied offer a programme leading to a certificate or degree which qualifies candidates for teaching at the secondary-school level. All the programmes require Observation and Practice Teaching. Many require Educational Psychology, the Psychology of Adolescence, Organization and Administration of Schools, Introduction to Secondary Education, the History of Education, Philosophy of Education. Among the options most frequently listed are: Guidance and Counselling, Educational Sociology, Tests and Measurements. Academic courses most frequently required are English, History, Social Science, and Science. Mathematics and French are frequently listed as options.

Eight teacher-training institutions require a second language in their programme -- three of these are bilingual institutions. Generally the required courses emphasize linguistic training, but a few include an introduction to literature. Most of the courses are relatively elementary. A second language is listed as an option in the programmes of eighteen institutions -- some of the courses are a combination of language, literature and general culture -- some are methodology courses. Practically all of the institutions which either require a second language, or permit one as an option in their programme, claim that oral

Digitized by the Internet Archive
in 2024 with funding from
University of Toronto

<https://archive.org/details/31761119713790>

fluency is an aim of the course. Laboratory facilities exist and are available to students at twelve of the twenty-six institutions in question, but laboratory work is required by only eight.

The ideal of bilingualism would demand that both French and English should be required, or at least be true options, in all teacher-training programmes. Methodology courses in both of these languages should be available at all appropriate institutions at both the elementary- and secondary-school levels. Language courses with an aural-oral emphasis should also be available, and the development of oral fluency should be strongly encouraged.

A large majority of the teacher-training institutions state that no effort is made in any of their courses to increase awareness of French (or English) Canada. The bilingual institutions by their very nature foster a development of such awareness. A number of others argue that courses in History or Social Science must increase the understanding of both founding races and their cultures. Others point out that French-Canadian (or English-Canadian) Literature is available as an option. One must conclude that teacher-training institutions in general have not felt a serious responsibility for making their students aware of the second culture or for increasing understanding between the partners in the Canadian team.

The standard required for graduation differs considerably in the various Canadian teacher-training institutions and also varies greatly from programme to programme in the same institution. The figures lead one to believe that standards are too low and yet we must face the fact that in some fields and in certain areas there is a

teacher shortage. Ways must be found to raise standards and also to draw into the teaching profession candidates with greater academic aptitude.

Statements made by teacher-training institutions and figures released by provincial departments of education show that in many provinces there is a sizeable shortage of qualified teachers at the elementary or the secondary-school level or both. The number of letters of permission or letters of authority is an important indication of the situation, but may be, in some cases, misleading or subject to misinterpretation.

The degrees, professional training, and professional experience required of candidates for appointment to teacher-training staffs vary considerably from institution to institution. There is some evidence to indicate that requirements would be higher if better qualified candidates were available.

The relations between the provincial department of education and the teacher-training institution(s) or between the provincial teachers' federation and the teacher-training institution(s) often determine how much leadership the latter assume(s) in a given area. The recruiting of teachers, the providing of professional information, the conducting of research programmes in methodology and in testing, the conducting of class or laboratory demonstrations, the development of in-service-training programmes may be undertaken by one or another of these bodies depending on a variety of factors. Ideally these activities might best be done by the teacher-training institution, but lack of proper resources may make accepting such responsibilities impossible. Frequently budgets are too small, and teaching loads and supervisory duties too heavy.

The conditions under which observation and practice teaching are carried out are vitally important and yet many teacher-training institutions have little real control over these conditions. The selection and training of critic teachers is, in many instances, not entrusted to the training staff. Frequently proper recognition of the importance of the work of the critic teacher is not provided.

Since 1945 there has been in Canada a trend toward making the training of teachers a responsibility of the provincial universities: Alberta, Newfoundland, British Columbia, Saskatchewan, Manitoba and Prince Edward Island have now adopted this policy. Certain other provinces have been debating the questions for some years. There are important arguments in favor of such a step, but there are also some practical considerations which can be advanced in opposition to it. The study ends with a summary of the arguments of both sides of the question and with a warning that any proposal to require all teachers to have a university degree or to centre all teacher training in the universities must provide some insurance against a reduction in the number of candidates presenting themselves for teacher training.

TEACHER-TRAINING INSTITUTIONS IN CANADA

This project was planned originally as a comparison of French and English teacher-training institutions in Canada. Shortly after the study got under way, however, the publication of Volume II of the report of the Parent Commission¹ made such a comparison seem fruitless. It is certainly obvious that implementation of the recommendations of that report will drastically change not only Quebec's educational programmes, but also the institutions administering those programmes. The scope of this study was, in consequence, altered and was limited entirely to teacher-training institutions outside of Quebec.

Thirty-six institutions were listed for study. Each was sent a questionnaire and returns were received from each of the thirty-six. The respondents may be divided into three groups: (1) Separate institutions not administered by a university; (2) University Faculties of Education; (3) University Departments of Education.

SEPARATE INSTITUTIONS

- | | |
|--------------------------------|--|
| 1. Hamilton Teachers' College | 4. London Teachers' College |
| 2. Lakehead Teachers' College | 5. North Bay Teachers' College |
| 3. Lakeshore Teachers' College | 6. Ontario College of Education ² . |

1. Rapport de la Commission Royale d'Enquête sur l'Enseignement dans la Province de Québec: Deuxième Partie, 1964.

2. Although affiliated with the University of Toronto, the Ontario College of Education has a separate budget and administration and is, to all intents and purposes, a separate institution. It should be explained that Ontario has now established a second College of Education at London. The Althouse College of Education opened its doors in September, 1965. It did not exist at the time this project was planned and was not, therefore, included in this study.

- | | |
|-----------------------------------|--|
| 7. Ottawa Teachers' College | 12. University of Ottawa |
| 8. Peterborough Teachers' College | Teachers' College ^{3.} |
| 9. Stratford Teachers' College | 13. Windsor Teachers' College |
| 10. Sudbury Teachers' College | 14. Fredericton Teachers' College |
| 11. Toronto Teachers' College | 15. Manitoba Teachers' College ^{4.} |
| 16. Nova Scotia Teachers' College | |

UNIVERSITY FACULTIES OF EDUCATION

- | | |
|-------------|-----------------------------|
| 1. Alberta | 6. Saskatchewan (Saskatoon) |
| 2. Calgary | 7. St. Mary's |
| 3. Manitoba | 8. British Columbia |
| 4. Memorial | 9. New Brunswick |
| 5. Moncton | 10. Victoria (B.C.) |

UNIVERSITY DEPARTMENTS OF EDUCATION

- | | |
|----------------------|-------------------------------------|
| 1. Acadia | 6. Prince of Wales |
| 2. Brandon | 7. Saskatchewan (Regina) |
| 3. Dalhousie | 8. St. Dunstan's |
| 4. Mount Allison | 9. St. Francis Xavier |
| 5. Mount St. Vincent | 10. St. Thomas' (Fredericton, N.B.) |

3. Although named the University of Ottawa Teachers' College, it is virtually a separate institution.

4. Beginning in September, 1965, all teacher-training in Manitoba was made the exclusive responsibility of the University of Manitoba. Manitoba Teachers' College ceased to exist as a teacher-training institution as of that date.

1. ADMISSION REQUIREMENTS

High School graduation is a requirement for admission to all the teacher-training institutions which were included in this survey with the following exceptions: Manitoba Teachers' College was willing to accept grade eleven standing followed by one year of university work. Mount St. Vincent permits the same substitution: grade eleven plus one year at university. Sudbury Teachers' College and the University of Ottawa Teachers' College, both bilingual institutions, will accept students at the end of grade twelve or at the end of grade thirteen. The grade twelve graduates take a two-year training programme and the grade thirteen graduates a one-year programme. Formerly, all twelve Ontario Teachers' Colleges offered both a two-year and a one-year programme. As of 1965, the two-year programme has been discontinued except at Sudbury and the University of Ottawa Teachers' Colleges.

2. HIGH-SCHOOL SUBJECTS REQUIRED FOR ADMISSION

The twelve Ontario Teachers' Colleges all require English Composition, English Literature, and six other grade thirteen papers. Sudbury and the University of Ottawa Teachers' Colleges, however, require that two of the remaining papers be Composition Française and Littérature Française. These same two colleges require students who apply for admission at the end of grade twelve to present four options, one of which must be Français. Manitoba Teachers' College listed (a) English; (b) History or Geography or one of Mathematics, Physics,

Chemistry or Biology; (c) plus any two of the preceding not already chosen; (d) plus French, Latin or German; (e) Arithmetic.

Nine of the university departments or faculties of education have specific high-school subjects listed as requirements.

1. Saskatchewan requires grade 12 standing and a 60% average in English Literature and English Composition, Social Studies and five other subjects.
2. Alberta requires grade 12 standing and a 60% average in English, Social Studies and four other subjects.
3. St. Francis Xavier demands English, History, a modern language, Algebra, Geometry, and two other subjects.
4. Memorial asks for English, History, a modern language, Algebra, Geometry, Trigonometry, and a science.
5. Prince of Wales demands English, History, Mathematics, French, and either a science or a second modern language.
6. St. Dunstan's requires English, History, Mathematics, and French.
7. The University of New Brunswick specifies English, mathematics, and four of French, History, Latin, Physics, Biology, Chemistry, a second course in Mathematics.
8. Victoria asks for English, Social Studies, and two years of a second language.
9. U.B.C. requires English and French.

To summarize:

All the university departments or faculties of education which have special high-school subjects required for admission list English. Seven list either History or Social Science and an

eighth makes History an option. Six list either French or a modern language and a seventh makes French an option. Five require Mathematics in some form. Two require a science, and a third makes science an option.

3. SECOND LANGUAGE REQUIRED FOR ADMISSION

Fifteen academic teacher-training institutions specifically list preparation in a second language as an admission requirement. Four of these are bilingual institutions which require French for English-speaking students and English for French-speaking students. The four are: Fredericton Teachers' College, Moncton University, Sudbury Teachers' College, the University of Ottawa Teachers' College.

The University of British Columbia demands three years of French. Prince of Wales College requires French at the junior matriculation level. Memorial asks for either three years of French or Latin. Mount St. Vincent and Manitoba Teachers' College expect grade 12 of a modern language. Acadia demands two years of French, German, **Latin or Greek**. Victoria expects two years of a second language. Manitoba and Brandon ask for French, German or Latin. St. Dunstan's lists French or a modern foreign language, and St. Francis Xavier simply lists modern languages.

SECOND LANGUAGE AS AN OPTION FOR ADMISSION

The University of New Brunswick lists French as one of four options which may be presented for admission. Nova Scotia Teachers' College names French as a possible option. A number of

universities and teachers' colleges specify a certain number of admission options, but do not mention subjects. Presumably, French or another second language could be presented as one of the optional subjects.

4. UNIVERSITY GRADUATION AND ADMISSION REQUIREMENT

The teacher-training course offered by a few colleges or universities is a graduate programme. The Ontario College of Education and St. Thomas' University require a university degree for entrance. Dalhousie⁵, Moncton, and St. Mary's specify a B.A., B.Sc. or B.Comm. for admission. Mount Allison requires university graduation for the B.Ed. course, but not for the diploma course. U.B.C. has a one-year teacher-training programme to which only university graduates are admitted. Memorial and Saskatchewan have a course leading to a graduate diploma in education and this course admits only university graduates.

5. TRAINING COURSES FOR ELEMENTARY-SCHOOL TEACHERS

The twelve Ontario Teachers' Colleges offer only training for elementary-school teachers. The programme, which in recent years was given in two sections, one spread over two years and the other only one, has now been reduced to a one-year programme except in the two bilingual teachers' colleges at Sudbury and

5. Dalhousie does admit to its education programme some students who have only ten university credits. In 1964-65, thirteen out of one hundred and fifteen students in the Dalhousie teacher-training programme were in this category.

the University of Ottawa Teachers' College. The programme is as follows: Educational Psychology, School Management, History and Philosophy of Education, Observation and Practice Teaching, General Methodology, and Special Methodology in these ten subjects: English, Mathematics, Social Studies, Science, Art, Music, Physical Education and Health, Library Methods, Children's Literature, Religious Education. The two Ontario bilingual teachers' colleges include French but omit History and Philosophy of Education, Library Methods, Children's Literature and Religious Education. The course given up to this year at Manitoba Teachers' College for prospective teachers at the elementary-school or junior high-school level was much the same as that offered at the English-speaking colleges of Ontario. At Manitoba, Speech was included and the following omitted: History and Philosophy of Education, Library Methods, Children's Literature.

The Nova Scotia Teachers' College trains teachers for both the elementary and junior high-school grades in a programme for the general license. Its course is of two years duration and includes, in addition to the courses required at the Ontario Teachers' Colleges, Educational Administration (School Law, registers, reports, tests and measurements), and two options per year from the group: History, French, Biology, Chemistry, Physics, Mathematics. There are required prerequisites for the options. The system of options permits a student to have special methods in General Science, Language Arts, Mathematics, Social Studies, French, while at the same time, he may be taking a content course in History, French, Mathematics, or a particular

science. The Nova Scotia Teachers' College programme omits Library Methods and methods of teaching Children's Literature and Religious Education which one finds in the Ontario system. It should be noted that Nova Scotia Teachers' College offers special courses for Kindergarten--Primary teachers and for teachers of Industrial Arts, Home Economics, School Music, and Physical Education.

The Fredericton Teachers' College offers training for both the elementary and secondary levels and it has programmes for both French-and English-speaking students. The elementary programme is a two-year sequence which compares closely to the programme offered in the two Ontario bilingual teacher-training institutions. In the elementary English programme, the students study both English and French and one of the methodology courses is the Teaching of French. In the elementary French programme, one of the methodology courses is the Teaching of English. Of the remaining courses half are taught in English and half in French.

The following faculties of education or university departments of education offer courses for the training of elementary school teachers: Acadia, Alberta (both Calgary and Edmonton), Dalhousie, Manitoba, (both Brandon and Winnipeg), Memorial, Mount Allison, Mount St. Vincent, Prince of Wales, St. Mary's, St. Francis Xavier, Saskatchewan (both Regina and Saskatoon), U.B.C., U.N.B., Victoria (B.C.).

Courses offered by these institutions vary considerably depending on whether they are degree or diploma programmes, and

on the number of years required for the course. There are, however, certain fundamental subjects which will be found in every or nearly every programme. There are others which appear often enough to warrant mention. To be sure, all of these faculties or departments include Observation and Practice Teaching in their training. All of them also require Educational or Child Psychology and a few, in addition, either require, or list as an option, another course in general psychology. Educational Administration is required by eight institutions; the History of Education (or the Foundations or the Principles of Education) by nine. The Philosophy of Education (or Introduction to Education) is required by ten and a few list other philosophy courses as possible electives. School Management and Class Management (or Current Practices) are listed by only two. The following subjects taught either as content or methodology courses appear on a number of programmes: English is required by eight and listed as an option by two; History or Social Studies appears in eight programmes and is a specified option on one more. Mathematics or Arithmetic is required in four and an option in three. Science is required in seven and is an option in two. French or a second language is required by only two, but is listed as an option in six others. Music is compulsory in five and optional in four. Art or Fine Arts is required in three and optional in four. Physical Education is demanded by six and made an option in two. Language Arts, Reading or Drama are required by five. Health, Library Methods or Children's Literature by three; Religious

Education by two. It should be noted that in the longer programmes, a certain number of free electives or unspecified options make it possible to choose courses in the academic subjects listed above. Also, certain university courses require the student to choose a major which may be one of the academic subjects. This means that some subjects will be taken in more programmes than are indicated by the figures listed. It also means that for such programmes there is depth and breadth in some areas, which should not be overlooked in any general assessment of the work done.

The Ontario College of Education which is chiefly concerned with the training of secondary-school teachers does permit one variation which leads to the elementary school teachers' certificate. Candidates take one of their three options in the methodology of elementary school subjects.⁶ Otherwise, the courses are the same as for those candidates who are seeking a secondary-school certificate.

6. TRAINING COURSES FOR SECONDARY-SCHOOL TEACHERS

Twenty-two of the thirty-six teacher-training institutions included in this survey offer a programme leading to a certificate or degree which qualifies candidates for teaching at the secondary-school level. Six of the twenty-one have a professional programme open only to those who already have earned a

6. One further summer course devoted to Elementary Methods is required before these candidates are eligible for the elementary certificate.

recognized university degree. These graduate programmes offered by Moncton, Mount St. Vincent, the Ontario College of Education, St. Francis Xavier, St. Mary's, and St. Thomas' are fairly similar in pattern. All require courses in the Philosophy of Education, Educational Psychology, Methods, Observation and Practice Teaching. Five of them require the History of Education. Four demand Educational Administration or School Management; three list Guidance; two include Tests and Measurements. Psychology of Adolescence, Phonetics and Diction, Religious Education are all required by one of the six institutions. Four of the six permit no free options. Ontario College of Education specifies three options of which two must be academic. St. Mary's University permits one elective.

Some of the sixteen⁷ remaining institutions which train secondary-school teachers have a special one-year graduate professional programme for candidates who apply for training after completing an undergraduate course in a field other than education. All but one⁸ of the sixteen, however, are primarily concerned with a programme which combines professional teacher-training courses with academic courses both given by the same faculty or by co-operating faculties or schools of the same university. Certain of the institutions require one or two

7. Acadia, Alberta, Brandon, Calgary, Dalhousie, Fredericton Teachers' College, Manitoba, Memorial, Mount Allison, Prince of Wales, Regina, St. Dunstan's, Saskatchewan, U.B.C., U.N.B., Victoria.

8. Fredericton Teachers' College, Fredericton, N.B.

academic majors with a specified number of courses in the same academic department or two closely related departments. Others specify that so many academic courses plus the professional courses are required for a degree or certificate. Some speak of certain required professional courses plus a number of electives of which a certain proportion must be academic.

It would be unprofitable to attempt to list and reduce to categories all the possible combinations and permutations. I intend to list only those professional and those academic courses which are required by a significant number of the sixteen institutions which comprize this group. It should be kept in mind that the titles of the courses are not always exactly the same in various institutions even when the subject matter is identical. In listing the professional courses, I am using titles which are descriptive and I am not concerning myself with variations of wording or slight variations of content. One other word of warning is appropriate here: Certain institutions combine in one course material which in other institutions is divided and given as two courses; i.e., the History and Philosophy of Education. Finally, it should be realized that although not required or specifically listed as options, certain of the courses mentioned below might be taken as free electives in those institutions which, in addition to a small core of professional subjects, require a certain number of professional courses and a certain number of academic courses any of which the student is free to choose.

It goes without saying that all the programmes require Observation and Practice Teaching. Of the sixteen teacher-training institutions in this group eleven require Educational Psychology and two others list it as an option. Seven require The Psychology of Adolescence; ten require Organization and Administration of Schools, and one other makes it an option; eight require the Introduction to Secondary Education, and one lists it as an option. Four require, and eight make an option of, The History of Education. Six demand, and three make an option of, The Philosophy of Education. Guidance and Counseling is required by one and an option in seven. Statistics, which is also called Evaluations, or sometimes Tests and Measurements, is obligatory in three and an option in three. Educational Sociology is optional in five programmes. The Psychological Bases of Learning is required in two and is optional in three. Three programmes offer as an option the course Exceptional Children, or Superior Children; two provide an option in Diagnostic Testing and Remedial Instruction. General Methods are indicated by ten, and Special Methods by six. Five universities specify that students in the teacher-training programme must choose an academic major (U.B.C. and Victoria require two majors) and the number of courses which constitute the major is fixed. Memorial requires an academic minor as well as a major.

Academic courses required or specifically listed as options in the sixteen programmes in question are: English (required by nine and optional in one); History (required in eight,

optional in one); Social Science (four and three); Science (six and five); Mathematics (two and seven); French or a second language (four and three). Classics is required by one and Religious Education by one.

It was originally planned to compare the amount of time and emphasis given in the various programmes to the teaching of methods and to content or subject matter, and to examine conditions under which observation and practice teaching are carried out as well as the amount of time given to these very essential parts of any teacher-training programme. A study of the answers to the questionnaire on teacher-training and discussion with a number of administrators who direct teacher-training programmes have convinced me that a meaningful analysis would be well-nigh impossible without giving a complete description of every course offered at each institution. Suffice it to say that, depending on the length of the course, the school level for which the candidate is being prepared, the educational background of the students admitted to the course, and the particular educational philosophy of individual institutions, there is a very wide variation in the programmes and their requirements. Those programmes which are open only to university graduates concentrate on professional courses and assume a knowledge of content which is not to be taken for granted in undergraduate programmes. The emphasis given to special methods tends to be greater in courses preparing candidates for elementary-school teaching, but one must beware of generalizations since, in many programmes,

content and methods are taught together and breakdowns are difficult, if not impossible. It might be noted that figures as to the percentage of the programme given to methods, ranged from 5 per cent to 70 per cent in the answers submitted by various teacher-training institutions. On the other hand, one programme gives 80 per cent of its time to content courses, and a number of others 75 per cent according to information supplied by the directors of teacher-training courses. Answers to questions about Observation and Practice Teaching show that three institutions give as little as 5 per cent of the time-allotment to this part of the training, whereas another institution gives 33 per cent to it. I must repeat here that the conditions under which this work is done, the number of years over which it is spread, the integration of the work with other courses in the programme, scheduling and sequence of the work all make a great difference, and unless these factors are fully known and evaluated, mere percentages might well be deceptive and misleading. An earlier survey showed that students feel that Observation and Practice Teaching are the most valuable part of any teacher-training programme, and they would like to see it receive more time and emphasis. Whether or not they are the best judges of their needs may be a matter of opinion.

7. THE SECOND LANGUAGE IN TEACHER-TRAINING PROGRAMMES

Eight teacher-training institutions require a second language in the programmes which they offer. Three bilingual institutions require English-speaking students to take French

and French-speaking students to study English. Sudbury Teachers' College and the University of Ottawa Teachers' College require two years of both languages. Fredericton requires two years of the second language in the Secondary Course and one year in the Elementary Course. Prince of Wales and St. Dunstan's require one year of French for Certificate II. Saskatchewan requires one year of French, German, Ukrainian, Russian, Latin, Norwegian or Spanish. U.N.B. requires French in the Elementary Programme. Memorial, in the programme Bachelor of Arts in Education, requires one year of a second language which may be Greek, Latin, French, German or Spanish. At Memorial, the student may choose one of these languages as a subject of concentration in which case he will take at least three, and possibly four, courses in that language. All of the second-language courses required by the institutions listed are relatively elementary and emphasize linguistic training. In a few of the courses an introduction to literature is included. A second-language option is included in certain of the teacher-training programmes of eighteen institutions. Acadia includes a second-language option in the senior diploma course and in the B.Ed. course. The students selecting this option choose between a language and a literature course. Alberta in the B.A. of Education programme for both elementary and secondary teachers permits German, Latin, Russian or Ukrainian. The course taken will be part language, part literature and general culture. The same is

true of Calgary but there the choice of the second language is limited to French, German and Spanish for the elementary programme; Latin is added for the secondary programme. Brandon, in its elementary-teachers course, lists French as an option--the course is a combination of language and methodology. Dalhousie, in its programme for secondary-school teachers, permits a second-language option which will be methodology. Manitoba, in its secondary programme, lists as an option, French, Latin, or German. The course is a combination of language training and methodology. Mount Allison has a second-language option in both the B.Ed. and in the Junior and Senior Diploma programmes. The course is a combination of language, literature, and general culture. At Manitoba Teachers' College, French was listed as a possible option. Mount St. Vincent offers an option in the methods of Junior High School French. Nova Scotia Teachers' College, in the general license programme for teachers of Physical Education, permits a course in French methodology and an academic course in French which will be concerned with language, literature and culture. Ontario College of Education lists a second language as one of three required options (two of which must be academic) in both the Type A and Type B programmes--the course is a combination of methodology and language review. Prince of Wales makes French an option in the programme leading to Certificate I, and the course is language at a rather elementary level. Regina and Saskatchewan permit a second-language option in the standard certificate programme. The course is a combination of language review and

methodology. An undergraduate elective in the St. Mary's B. Ed. course may be French, German, Spanish or Latin. The course is cultural and includes both language study and literature. U.B.C., and Victoria, in both the B. Ed. (Elementary) and the B.Ed. (Secondary), permit a second-language option. Students selecting this option take the regular first-year university course. Students at these two universities may elect the second language as one of their two academic majors. The University of New Brunswick lists French as a possible option in the programmes B.T. Industrial and B.T. Commercial. The course is devoted to reading and to language training.

Practically all the institutions which require a second language in their teacher-training programme, or which permit one as an option, claim that oral fluency is an aim of the course. Certain ones say specifically that fluency is required if French is elected. Laboratory facilities exist and are available to students at twelve of the twenty-six institutions in question, but work in the laboratory is required in language courses only at: Acadia, Alberta, Calgary, Manitoba Teachers' College, Memorial, Mount Allison, Nova Scotia Teachers' College, Saskatchewan, U.B.C. It seems obvious that if the ideal of bilingualism is to be furthered in Canada and if French and English are to be taught generally in elementary or public schools, French and English should be true options in all teacher-training programmes. Methodology

courses in the teaching of French and/or English, at both the elementary and secondary levels, should be available in all appropriate institutions. Language courses with the oral--aural approach should be available also to encourage the development of oral fluency.

8. AWARENESS OF FRENCH (OR ENGLISH) CANADA

A large majority of the institutions answering our questionnaire on teacher-training said that in no course or part of their programme was an effort made to increase awareness or understanding of French (or English) Canada. On the other hand, six thought that courses in History and/or Social Science taken by their students would increase understanding of one/or both of the founding races and their cultures (Alberta, Calgary, Fredericton Teachers' College, Ottawa Teachers' College, Prince of Wales, St. Mary's). Fredericton Teachers' College, Sudbury, and the University of Ottawa Teachers' College feel that since they are bilingual institutions, the desired awareness is present at all times and improved understanding is a hoped for by-product of all activities and not just individual courses. Seven institutions (Alberta, Dalhousie, Manitoba, Regina, Saskatchewan, U.B.C., the University of Ottawa Teachers' College) point out that French-Canadian Literature is a course which may be chosen as an option or elective by their students. St. Mary's is offering such a course for the first time in 1965-66 and it will be available as an elective.

It is uncertain how many students taking teacher-training in institutions which offer a course in French- (or English) Canadian literature actually avail themselves of the opportunity to acquaint themselves with this field. It seems more or less obvious that teacher-training institutions in general have not felt any responsibility for making their students more aware of the second culture, or for increasing understanding between the partners in the Canadian team. Those courses which may make some contribution to understanding are available more by accident than by plan and intention. Teacher-training institutions in this country could make an effective contribution to Canadian unity and harmony if they were to accept the idea that their products should thoroughly understand and appreciate both Canadian cultures and if they were to alter their requirements and programmes to make sure that their responsibility in this field is discharged.

9. GRADUATION AND CERTIFICATION

The standing required for graduation differs considerably in the various Canadian Teacher-training institutions and also varies from programme to programme in the same institution. On the one hand, St. Francis Xavier requires an over-all average of 70 per cent for the B.Ed. degree. Acadia requires an average of 65 per cent; Manitoba an average of 65 per cent for the B.Ed., and the M.Ed. (with a minimum of 60 per cent in each subject), but only 60 per cent (with a minimum of 50 per cent in each subject) for the B.A., and the B.T. The Ontario

College of Education requires an over-all average of 66 per cent for the Type A (Specialist) Certificate but only 50 per cent for the Type B. Alberta, Calgary, Fredericton Teachers' College. St. Mary's, U.B.C., and Victoria, require 60 per cent in the major but only a pass in other subjects. Prince of Wales, Dalhousie, Mt. Allison, Mt. St. Vincent, Regina, St. Thomas', St. Dunstan's, require only a 50 per cent (pass) average for graduation.

In general, all teacher-training institutions require a pass in named courses and most of them require the successful candidate to pass the options as well. There are, however, notable exceptions to this: Calgary permits five supps and five repeats provided a pass is received in all named courses. Brandon permits four failures (and it does not require a pass in the French option) provided the candidate has a satisfactory standing in practice teaching. This applies only to the course for elementary-school teachers and any failures result in the certificate issued being conditional. Any failure in the course Education I means the withholding of the certificate. Manitoba Teachers' College (which was discontinued as of September 1965) permitted three supps.

Upon graduation from a teacher-training programme and the receiving of a diploma, the Provincial Department of Education issues a teaching license or a teaching certificate which is, in some parts of the country, interim and in others, final. The certificate is provisional and will not be made final until

the candidate gives proof of two years of successful teaching experience in Alberta, B.C., Manitoba, Ontario and Saskatchewan. A license or certificate is final and permanent when issued at graduation in New Brunswick, Newfoundland and Prince Edward Island, and nothing further is required unless a teacher wishes to upgrade by moving to a higher license or category. Nova Scotia requires graduation from a recognized teacher-training programme plus attendance at one Department of Education summer school before the permanent certificate is issued.

It is almost inevitable after reading such figures that one should ask if standards are high enough in teacher-training institutions. Are candidates who can achieve no better than 50 per cent in a teacher-training programme the material from which satisfactory teachers can be made? Perhaps it is idle to ask such a question when in certain fields and in certain areas there is still a teacher shortage. The necessity of a body in every classroom is very compelling to many minds. On the other hand, if we concede that education is one of the very most important functions performed in the nation, and if we admit a relationship between academic record of a candidate and his future success in the teaching profession, we must certainly conclude that standards are too low. Ways must be found to raise standards and to draw into the profession candidates with greater academic aptitude.

10. TEACHER SUPPLY

It may be of some interest to consider at this point statements made by officials of teacher-training institutions concerning the teacher supply in their Provinces and to note as well figures released by departments of education which indicate the number of letters of standing or letters of permission issued during the past year⁹. In Alberta the supply of secondary-school teachers is said to be practically adequate and the supply of elementary-school teachers will probably become adequate by 1968. Thirty-three per cent of the teachers in Alberta now have a university degree. Of sixteen thousand Alberta teachers, nine hundred and fifty were teaching during some part of 1964-65 on a letter of permission. This represents a wide variety of deficiencies which cannot be listed here.

In British Columbia the supply of elementary school teachers is said to be approximately adequate. At the secondary level, however, the supply is far from satisfactory and may, in the near future, be even more so as junior colleges are opened in that Province. Of fifteen thousand three hundred and fifty nine

9. Figures were not available for every Province. It should also be recognized that in some cases figures were issued before the end of the year and for that reason may be lower than those at the end of the year. It should also be pointed out that in some cases candidates who are teaching on letters of permission lack very few of the necessary qualifications, whereas, in other cases they may be far from meeting the required standard.

teachers, three hundred and eighty-nine were, at some point during the past year, teaching on a temporary certificate or a letter of permission.

In Manitoba there are enough teachers at the elementary level, but authorities state that they are not well enough trained. At the secondary-school level, the supply is completely inadequate and is not improving. One hundred and fifteen out of sixty-five hundred elementary-school teachers were teaching last year on a letter of permission or a letter of authority. In the secondary schools, one-third of the teachers had not completed the teacher-training required for the positions which they occupied.

In New Brunswick the supply of teachers is inadequate, both in quantity and in quality, and this is said to be true especially in the French-speaking areas where some of the teachers have never completed high school nor taken any teacher-training work. In the English-speaking areas, the supply of elementary-school teachers is catching up with the need. This is not true at the secondary-school level. In 1964, five hundred and sixty-one academic teachers out of six thousand six hundred and forty-one had only a local permit, and in addition, two hundred and thirty-seven had a letter of standing. Twenty-five teachers of vocational subjects out of six hundred and seventy-three had only a local permit.

Two thousand out of five thousand teachers in Newfoundland are probationers who have never taken the regular education

courses at the university. Some of them have had a six weeks summer school course, but many have not even had that.

In Nova Scotia, three hundred and seventy-one teachers out of seven thousand are teaching on a letter of permission. The supply of teachers is particularly inadequate in French, Mathematics and Science. Very few students who come to the Department of Education have an honours degree or can be considered as specialists.

The supply of elementary-school teachers in Ontario is said to be nearly adequate. At the secondary-school level there is a very noticeable lack of specialists. Sixteen hundred and forty-seven elementary-school teachers out of the total of forty thousand eight hundred and seventy-five were teaching last year on a letter of permission. At the secondary-school level, eighteen hundred and thirty-six teachers out of seventeen thousand one hundred and seventy did not have the required qualifications.

In Prince Edward Island, a great many teachers do not have a license and are teaching on a letter of authority. It is the practice to issue such a letter on condition that the applicant agrees to take his teacher-training the following year. However, the letter of authority is extended another year if the teacher attends summer school. This process can be repeated and the teacher may get four courses a summer in this way. Teachers without a certificate are paid no less than teachers who hold the certificate.

The supply of elementary-school teachers in Saskatchewan is said to be adequate but the supply at the secondary-school level is deficient. Very few teachers at the elementary level have not met all the requirements. At the secondary level, 8 to 10 per cent are teaching on a lower standard.

11. QUALIFICATIONS OF STAFF AT TEACHER-TRAINING INSTITUTIONS

Acadia is the only one of the teacher-training institutions surveyed which states that it requires staff members to have the Ph.D. degree in Education. Seven others look for and hope for staff with a Ph.D., or a Ph.D. in Education, and presumably some day they will require one or the other of these degrees. At present, due to a scarcity of candidates with such qualifications, they must accept less. Brandon, Nova Scotia Teachers' College, Regina, St. Dunstan's, U.B.C., U.N.B., and Victoria, require an M.A., or a M.Ed. Fredericton Teachers' College, Manitoba Teachers' College, Ontario College of Education, St. Thomas University and the twelve Ontario Teachers' Colleges, require only the B.A.

The amount of teaching experience required of a candidate who seeks appointment to a teacher-training staff is not specified by sixteen of the institutions studied. Acadia requires "a lot." Brandon, Fredericton Teachers' College, Manitoba Teachers' College, Nova Scotia Teachers' College, U.B.C., and the twelve Ontario Teachers' Colleges require five years of successful experience. Calgary, Dalhousie and

Victoria insist on two and hope for more.

In addition to a degree and successful teaching experience, Alberta, Moncton, Mount Allison, Prince of Wales, and St. Francis Xavier require specialized training in the field of the teaching specialty. The following institutions state that they require a high level of oral fluency of their language teachers: Alberta, Fredericton Teachers' College, Manitoba Teachers' College, Mount Allison, Nova Scotia Teachers' College, Prince of Wales, Regina, St. Dunstan's, Saskatchewan, Sudbury Teachers' College, University of Ottawa Teachers' College, U.B.C., and Victoria. A period of residence in the milieu of the second language is required for non-native speakers who teach language courses at Fredericton Teachers' College, Mount Allison, Nova Scotia Teachers' College, Sudbury, U.B.C. Ontario College of Education has no such regulation or requirement, but it says that in practice its language teachers have resided for a period in the milieu of the language taught. The same will probably be true of other institutions which did not specifically say this.

Provision for refresher courses for staff members exists at Alberta, Calgary, Dalhousie, Fredericton Teachers' College, Manitoba, Memorial, Moncton, Mount St. Vincent, Ontario College of Education, Ottawa Teachers' College, Prince of Wales and Victoria. In some cases grants are made available to help staff take summer courses.

In other institutions, there is a provision for sabbatical or study leave. At one institution, refresher courses must be taken by staff members who wish to be eligible for pay increases.

12. LEADERSHIP

Relations between the Provincial Department of Education and the teacher-training institutions, or in some cases between Provincial Teachers' Federations or Associations and the teacher-training institutions often determine how much leadership the latter assume in a province or in an area. In a few cases, institutions have assumed a leadership role which is encouraging and it is to be hoped that in the future it will be possible to increase this number. In some provinces the Provincial Department of Education or the Teachers' Federation or both are vigorous, progressive and aggressive and provide effective leadership in certain activities which are closely associated with teacher-training. Depending on circumstances, the teacher-training institution may co-operate on a basis of equality or may simply follow the lead of the other agencies. In many cases, the day-to-day responsibilities of carrying on the training of students is all that some teacher-training staffs can cope with. There is no time nor energy for experimentation, research or writing, for planning and re-organization, let alone serving in an advisory capacity for school programmes, re-training of staff,

and conducting demonstrations.

The recruiting of teachers and particularly candidates who will become quality teachers is vitally important at the present time, and probably at all times, and yet only twenty-three teacher-training institutions¹⁰ state that they take any active part in this activity. In certain of these institutions the role played may be slight, as for example holding open house once a year for visitors, some of whom may be prospective students.

Practically all of the teacher-training institutions supply professional information to schools in their area, but in many instances they do this only upon request. They do not have a policy of sending out articles, pamphlets, brochures or statements about new methods, changes in curriculum, reports about experimentation and recent professional publications. These and other similar services may be considered to be the function of the Department of Education or of an active professional association. The important thing is that they be done and done efficiently and yet ideally, the teacher-training institution might be expected to be most aware of new methods, new trends, new publications and experiments. Its prestige and potential for leadership will be enhanced if it actively brings these

10. Alberta, Brandon, Fredericton Teachers' College, Manitoba Teachers' College, Memorial, Moncton, Nova Scotia Teachers' College, The Ontario College of Education, Prince of Wales, Regina, U.B.C., and the twelve Ontario Teachers' Colleges.

things to the attention of teachers in its area.

Ideally, too, teacher-training institutions might be expected to have a regular continuing programme of research in methodology, testing, and so forth; but only seven reported such activity: (Alberta, Calgary, Dalhousie, Memorial, Regina, Saskatchewan, U.B.C.), and most of these specified that their experimentation and research was very limited. One may be sure that it is not lack of interest but lack of resources which creates this situation. Budgets are too small, staffs too burdened with the routine tasks of keeping every-day activities going smoothly. Larger appropriations, larger staffs, reduced teaching loads and reduced supervisory duties would be needed if teacher-training institutions were to be able to carry on a regular programme of research.

Class demonstrations are presented by staff members of some eleven institutions (Alberta, Calgary, Fredericton Teachers' College, Manitoba, Memorial, Mount Allison, Nova Scotia Teachers' College, Ontario College of Education, Prince of Wales, Sudbury, and U.B.C.) but this is done in very limited fashion by some of the eleven and usually only upon specific request. The same is true of laboratory demonstrations which are occasionally presented by staff members of nine institutions.

In-service-training programmes are undertaken by the staff of fourteen institutions (Acadia, Alberta, Brandon, Calgary, Manitoba, Memorial, Mount Allison, Mount St. Vincent

Ottawa Teachers' College, Prince of Wales, Regina Saskatchewan, St. Francis Xavier, U.B.C.). A number of these, however, are really summer-school courses or summer projects and should perhaps not be counted. Several institutions indicate that they are willing to organize such projects on request. Information about the frequency of such requests is not available.

The conditions under which observation and practice-teaching are carried out are obviously tremendously important, yet many teacher-training institutions have little real control over those conditions. They are limited as to schools where they may send their students; they frequently cannot choose the teachers to be observed. In many cases they cannot choose the critic teachers under whom their students will work. Often, there is little or no direct personal contact between the staff of the teacher-training institution and the critic teacher. Only seven institutions report that they have the opportunity to train the critic teachers and in three of these, staff members serve largely or entirely in the role of critic teacher (Alberta, Dalhousie, Fredericton Teachers' College, Mount St. Vincent, Ontario College of Education, Prince of Wales, Regina). In at least one other, the training given is really minimal and, to some degree perfunctory.

One institution reports a plan to overcome the problem of providing satisfactory opportunities for

observation--it will record on video-tape lessons taught by several master teachers. These will be shown to student teachers and will serve as a basis for discussion of techniques.

13. CRITIC TEACHERS

In Alberta, critic teachers are paid and are called "Teacher Advisors." The advisors are brought to the faculty of education both before and during the academic year for conference with the university staff. There are also regular contacts between the teacher advisors and university specialists.

In Manitoba, the critic teachers are designated by school principals. They are not paid for their services and there are no meetings or discussions with the teachers. Some meetings are held between the directors of teacher training and the school principals in order to discuss the problems involved.

In Nova Scotia, the teachers under whom students do their practice teaching have no status and are not even called critic teachers. They receive no pay for the supervisory duties.

In Ontario, critic teachers are paid a nominal amount. There is not sufficient contact between these teachers and the College of Education staff.

In Saskatchewan, critic teachers are chosen by school principals. They are given instructions and told about reports at dinner meetings. They are not paid for their services.

14. TEACHER-TRAINING AT UNIVERSITIES

In 1945, the Province of Alberta decided that henceforth teacher-training would be the exclusive responsibility of the provincial university.¹² Since that time Newfoundland, British Columbia, Saskatchewan, and Manitoba have adopted the same policy. Now that Prince of Wales College has received university status, Prince Edward Island must be included in the list of provinces in which all teacher-training is given at a university. Other provinces, which at present have a different system, have given some consideration to this question and may eventually follow suit.

There are powerful arguments in favour of including teacher-training in the university framework. University libraries are normally better stocked and laboratories better equipped than those of separate teacher-training institutions. At the university there is an emphasis on research and enquiry which attracts scholars and makes it possible to build a programme of graduate study. The university is, therefore, better able to attract and hold high-quality staff with specialized preparation and a wide variety of experience. The training courses given at university have higher professional standing and teachers

12. For the background of this decision consult: "One Experimental Laboratory," an address by Dean H. Coutts, Faculty of Education, Alberta, delivered on August 28, 1964, at the Mount Allison Summer Institute on "The Education of the Teacher."

with a university degree command more respect and prestige. The greater resources of the university permit more flexibility and diversity than can be provided in the programmes of other institutions.

The student finds at university a complex and stimulating environment which offers a richer educational and cultural experience than would be found elsewhere. The prospective teacher rubs shoulders with students of many different backgrounds and interests and he is not limited in his associations and every-day academic contacts to those having his own professional interests. Because of these associations and because of the university environment, the student is far more likely to broaden his horizons, to develop interests and enthusiasm and to wish to explore fields more deeply, to carry his studies further. There is also at university, the opportunity to participate in a variety of extra-curricular activities, some of which have cultural value and contribute to the development of personality and to the capacity for leadership. Certainly the longer the course, the greater variety of subjects studied, the wider the range of personalities and backgrounds with which the student comes in contact, the greater the chances that the future teacher will emerge with more mature judgment and a broader understanding both of people and of his profession.

It sometimes happens, too, that some good students who do not enter university with any particular profession in mind, decide to enter the teaching profession after they

begin their academic work and discover that they can take teacher-training courses concurrently with their academic courses.

It must be admitted at this time that there are also some important arguments in favour of teacher-training which is not included in a university framework.

Students attending a separate institution develop a more definite professional identity, an "esprit de corps" that they do not get at a university. At a separate institution, students do not have to compete with fellow students of other faculties and other departments for use of the school facilities. The student group is more homogenous and the students are more likely to participate in the student activities which will be professionally oriented and motivated. Students at a separate institution will never have the experience of being looked upon as inferior or as second-class citizens--a thing which has happened to education students on some university campuses.

Practice teaching is more easily arranged and controlled in the separate institution and pedagogical techniques receive more specialized attention there. All members of the staff at these institutions have had professional teacher-training and will consciously employ proper pedagogical techniques in their teaching. The staff is also consciously aware of the professional needs of the student and emphasis on professional subjects is more

easily preserved. Courses at separate institutions may be less theoretical and more practical than those at universities.

The programme of teacher-training at separate institutions will usually be shorter and consequently less expensive. This may be an important factor to candidates with small resources who might not be willing to incur heavy debts in order to take a longer training course.

Since the number of qualified teachers is now inadequate, anything which would tend to reduce the number will be viewed with alarm by school authorities. Any proposal to require all teachers to have degrees or to centre all teacher-training at universities, will need to provide some insurance against a reduction in the number of candidates presenting themselves for teacher-training.

CONCLUSIONS AND RECOMMENDATIONS

Teacher-training institutions, except for the four bilingual ones, have been doing little or nothing to promote the ideal of a bilingual and bicultural Canada. These institutions have not felt it their responsibility to ensure that future teachers have some facility in understanding or speaking the second language. Worse yet, they have not made any genuine effort to equip future teachers with a better understanding and appreciation of the second culture of this country. This is undeniably a serious matter when one reflects that the attitudes and interests of the teacher are certain, for better or worse, to influence the thinking of their students. In many cases the influence may be a profound one.

Some degree of preparation in both English and French should normally be required for admission to all teacher-training institutions. The amount might vary with the local circumstances:(i.e., availability of candidates with suitable academic preparation)and, if necessary, could be minimal for the first few years with a stepping up of the requirement according to a previously announced schedule. Such a policy would in itself give a new impetus to the teaching of the second language in the primary and secondary school systems within the jurisdiction of the institutions concerned.

All teacher-training institutions should demand further language training as a requirement for graduation including, eventually, the passing of an oral achievement test in the second language as one of the normal graduation requirements. Just as important, and perhaps more immediately practicable, is the requirement in all teacher-training programmes of a course in the civilization and culture of English and French Canada. All future teachers, at whatever level, should have more than a passing acquaintance with not only the historical background of this country as

a whole, but the literature, the artistic and the cultural achievements of both major peoples which make up this nation. Such a course or courses should be organized at once and immediately required of all students who are candidates for teaching diplomas or certificates. One cannot be certain that all teachers who have taken such courses at teacher-training institutions will be anglophiles or francophiles, but at least we can assure ourselves that an effort has been made to ensure that the opinions of such teachers are better informed and that their attitudes are based on some real acquaintance with the civilization and culture in question and not on ignorance or prejudice.

The recommendations above are not made with the thought that all future graduates of Canadian teacher-training institutions should be equipped and ready to teach the second language or to teach courses in the second language. It is our idea, however, that all future teachers of grades 1 - 8 should be able, if required, to participate under the direction of a language specialist or supervisor in the teaching of the second language, or to assist in such teaching in those school systems where a specialist will visit a class once or twice a week and where, between the visits of the specialist, regular class-room teachers are used for purposes of drill, review or reinforcement of the lessons given by the specialist. Eventually a few courses other than language courses will ideally be taught partly or entirely in the second language. This is true, not only of primary, but also of secondary school systems. When we reach that point Canada will require many more teachers who are bilingual to a high degree. We should set about producing them without delay.

There is another justification for the recommendations which have just been made. Quite apart from the pedagogical usefulness of teachers who are bilingual to some degree, teacher-training institutions should be concerned,

not only with producing graduates whose knowledge of methodology and educational psychology are adequate, they should also feel a responsibility to turn out well-educated, well-rounded, well adjusted graduates, both for the sake of the graduates themselves and for their future students, but also for the welfare of Canadian society. If the ideal of a bilingual and bi-cultural Canada is accepted, the education of all future teachers should include the linguistic training and the cultural understanding which have been recommended.

An analysis of the academic standards of many institutions leads to the conclusion that they are too low and yet we find that in many parts of Canada there is a serious shortage of teachers who can meet even these inadequate standards. Can one rationally urge improvement of standards and the demand for additional qualifications in the face of an inadequate supply of candidates? A satisfactory answer to this question demands a study of the reasons for the shortage of qualified candidates. Many professors state that the best university graduates do not select teaching as a profession. Explanations suggested are varied and include lack of professional challenge and opportunity, the difficulties of discipline in the classroom, the lack of prestige enjoyed by the teaching profession, the inadequacy of salaries in certain provinces. Paradoxically nobody questions the vital role of education for the future welfare, both of the individual, and of the country, nobody doubts that there is the closest relationship between the quality of the teaching staff and the quality of the educational system, and yet the public attacks school boards for yielding to teachers' demands for salary increases and the improvement of working conditions. Fundamentally, we are to some extent victims of our democratic philosophy of education which

is not conducive to the cultivation of excellence.

More social idealism on the part of young scholars--more freedom and leadership opportunities for gifted teachers--more acceptance of the fact that schools should put their major efforts into the teaching of those who really want and can profit from an education--all of these must be achieved if we are to escape from our present dilemma. New attitudes are required on the part of teacher-training institutions, school boards, the public at large, and those young scholars who could, if they would, play a vital role in the improvement of our educational system.

One of the important conclusions emerging from this study is that teacher-training institutions are not able to give effective leadership in many vitally important professional areas. The explanation varies from province to province but may be roughly reduced to two factors: Vigorous Department of Education officers, and aggressive Teachers' Federations have in some instances assumed the responsibility for many functions which might be expected to belong to teacher-training institutions, and frequently the teacher-training institutions have not the staff or resources to do more than carry on the routine training of their present students. It is recommended that a new look be given to the whole problem of leadership, and that adequate budget provisions be made so that teacher-training institutions may be in a position to assume more of the responsibilities which should logically be theirs. It is strongly urged that teacher-training institutions play a much more active role in the recruiting of teachers and that particular attention be given to persuading the strongest academic graduates to dedicate themselves to education. It is further recommended that these institutions be given much more control over the conditions under which the observation and practice teaching of their students are carried out. They need more freedom

to choose teachers to be observed and to designate the critic teachers under whom their students will work. There should be close contact between the institutions' staff and the critic teacher, and arrangements for meaningful supervision should be made. Critic teachers, by whatever name they may be called, should be given proper recognition both monetary and other, so that the importance of their function is duly felt and the honour of being selected is one which is coveted. Teacher-training institutions should be provided with the staff and resources to enable them to carry on regular and long-range programmes of research and experimentation. Part of their regular activity should be bringing to the attention of their students and of all practicing teachers within their area of jurisdiction information about experimental research and new methods, about changes in curriculum, and about other professional matters. It should be a primary duty of teacher-trainers to keep abreast of all new developments in the field of education and to see that important information reaches all those who are in a position to profit from such knowledge.

Teacher-training institutions should participate in the re-training of practicing teachers--not only by making regularly available suitable summer courses, but by conducting class and laboratory demonstrations and by organizing in-service training programmes during the academic year. This work might be done both at the institutions themselves and/or at individual schools when this is feasible and convenient. This is not merely a question of keeping teachers up to date but of breathing vigour into a profession which too often may succumb to dull, uninspired routine. Teachers who are still growing and alert will communicate interest and vitality to their students.

The recommendations presented in this conclusion will doubtless be thought too sweeping, too ambitious, impractical, and far too expensive to put into effect. Before dismissing them, the reader should perhaps ask himself - first - how important is the ideal of bilingualism and biculturalism in creating a more healthy and united Canada? Second - what contribution to this ideal could be made by an improved educational system? And finally - if an ideal is important enough, is any cost too great?

OUTLINE OF THE RESEARCH PROJECT APPROVED BY
THE ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM

A Study of Teacher-training Institutions in Canada.*

An attempt will be made, by means of a questionnaire, followed by visits to teacher-training institutions in each Province, to secure detailed information about the following topics:

Admission requirements:

- Is high school graduation the only requirement? Is any university training demanded? Are there any special language requirements for admission?

Curriculum:

- What courses in methodology are required? What subject-matter courses are required? What courses in school administration are required? What optional courses are available?
- Do any of the courses offered acquaint the student with French-Canadian literature and society (or English-Canadian literature and society)? Is any attempt made to increase the student's awareness of French Canada (or English Canada)?

* The study will include institutions training teachers for English-language schools, French-language schools, and bilingual schools, both at the elementary and the secondary level.

Graduation requirements:

- What standing is required for graduation? A simple pass in all the subjects taken? A general average or a general percentage?
- Is any language training required? If so, must the student achieve a specified level of achievement?
- Is oral facility tested? Is language laboratory work required in connection with any of the courses? Which courses? What is the nature of the laboratory work undertaken?

Qualifications of teachers on the staff of teacher-training colleges:

- What degrees are required?
- What special training is demanded?
- What experience is required?
- What degree of oral training and fluency is required of language teachers? Must they have a stated period of residence in the milieu of the language to be taught?
- Is there any provision for refresher training?

Leadership:

- Does the college offer refresher seminars for graduates?
- Does the college organize and conduct class demonstrations, laboratory demonstrations, demonstrations on the use of visual aids?
- Does the college organize or conduct in-service training for teachers?

- 3 -

Leadership cont'd:

--Does the college have an information service?

Does it circularize teachers in its area of jurisdiction, providing professional information?

--Does the college have a programme of research in methodology.

Institutional Identity:

--Is teacher-training given in a department of a university or in a separate institution? If at university, what academic courses are included? What options are permitted? What prerequisites are required for a compulsory or for optional subjects? How does the curriculum compare with that of a separate teacher-training institution?

SECOND LANGUAGE REQUIREMENTS FOR ADMISSION

<u>Separate Institutions</u>	<u>Language Required</u>	<u>Option</u>	<u>Language Specified</u>	<u>Level</u>
1. Hamilton T.C.	no	yes	no	Grade 13
2. Lakehead T.C.	no	yes	no	Grade 13
3. Lakeshore T.C.	no	yes	no	Grade 13
4. London T.C.	no	yes	no	Grade 13
5. North Bay T.C.	no	yes	no	Grade 13
6. O. C. E.	no	yes	no	no minimum
7. Ottawa T.C.	no	yes	no	Grade 13
8. Peterborough T.C.	no	yes	no	Grade 13
9. Stratford T.C.	no	yes	no	Grade 13
10. Sudbury T.C.	yes	---	Fr. & Eng.	Grade 12/13
11. Toronto T.C.	no	yes	no	Grade 13
12. U. Ottawa T.C.	yes	---	Fr. & Eng.	Grade 12/13
13. Windsor T.C.	no	yes	no	Grade 13
14. Fredericton T.C.	yes	---	Eng. & Fr.	Grade 11
15. Manitoba T. C.	yes	---	Fr. Lat. Ger.	Grade 11
16. Nova Scotia T.C.	no	yes	no	Grade 11

SECOND LANGUAGE RE REQUIREMENTS FOR ADMISSION
TO TEACHER-TRAINING INSTITUTIONS

<u>Departments of Education</u>	<u>language Required</u>	<u>Option</u>	<u>language Specified</u>	<u>Level</u>
1. Acadia	yes	---	Fr. Cer. Lat. Greek	2 years
2. Brandon	coll. cert. yes	---	French, German	matric
3. Dalhousie	no	yes	---	matric.
4. Mt. Allison	no	yes	Fr. German, Lat.	Jr. Matric.
5. Mt. St. Vincent	yes	---	modern	Grade 12
6. Prince of Wales	yes	---	French	Jr. Matric.
7. Saskatchewan (Regina)	no	yes	no	Grade 12
8. St. Dunstan's	yes	---	French	Jr. Matric.
9. St. Francis Xavier	yes	---	modern lang.	varies according program
10. St. Thomas	no	yes	no	Univ. credit.

SECOND LANGUAGE REQUIREMENTS FOR ADMISSION
TO TEACHER-TRAINING INSTITUTIONS

<u>Faculties of Education</u>	<u>Language Required</u>	<u>Option</u>	<u>Languages Specified</u>	<u>Level</u>
1. Alberta	no	yes	no	Grade 12
2. Calgary	no	---	---	---
3. Manitoba	yes	---	Fr. Lat. Ger,	Matric.
4. Memorial	yes	---	modern language	Grade 11
5. Moncton	expected	---	Fr. & English	fluency
6. Saskatchewan (Sask.)	no	yes	no	Grade 12
7. St. Mary's	usual	---	no	univ. credit
8. U. B. C.	yes	---	French	3 years
9. U. N. B.	no	yes	French	---
10. Victoria	yes	---	modern language	2 years

SECOND LANGUAGE REQUIREMENTS FOR GRADUATION
AT TEACHER-TRAINING INSTITUTIONS

<u>Separate Institutions</u>	<u>Name of Programme</u>	<u>Sec. Lang. Required</u>	<u>Sec. Lang. Option</u>	<u>Years Acquired</u>	<u>Nature of Course</u>	<u>Language Specified</u>
1. Hamilton T.C.	One Year	no	no	—	—	—
2. Lakehead T.C.	One Year	no	no	—	—	—
3. Lakeshore T.C.	One Year	no	no	—	—	—
4. London T.C.	One Year	no	no	—	—	—
5. North Bay T.C.	One Year	no	no	0	—	—
6. O. C. E.	Type B Cert.	no	yes	—	methods	any of 8
O. C. E.	Type A Cert.	no	yes	—	methods	any of 8
O. C. E.	Elem. Option	no	yes	—	methods	any of 8
7. Ottawa T.C.	One Year	no	no	—	—	—
8. Peterborough T.C.	One Year	no	no	—	—	—
9. Stratford T.C.	One Year	no	no	—	—	—
10. Sudbury T.C.	Two Year	yes	no	2	methods	Eng. & Fr.
11. Toronto T.C.	One Year	no	no	—	—	—
12. U. of Ottawa T.C.	Two Year	yes	no	2	methods	Eng. & Fr.
13. Windsor T.C.	One Year	no	no	—	—	—
14. Fredericton T.C.	Elementary	yes	no	2	lang. & lit. & methods	Eng. or Fr.
Fredericton T. C. Secondary		yes	no	2	lang. & lit. & methods	Eng. or Fr.
15. Manitoba T.C.	Elem. & Jr. H.	no	yes	—	language methods	French
16. N. Scotia T.C.	Gen. License	no	yes	—	language & methods	French

SECOND LANGUAGE REQUIREMENTS FOR GRADUATION
AT TEACHER-TRAINING INSTITUTIONS

<u>Faculties of Education</u>	<u>Name of Programme</u>	<u>Sec. Lang. Required</u>	<u>Sec. Lang. Option</u>	<u>Years Required</u>	<u>Nature of Course</u>	<u>Language Specified</u>
1. Alberta	E. Ed. Elem.	no	yes	—	lang. lit. meth.	any of 5
Alberta	B. Ed. Secon.	no	yes	—	lang. lit. meth.	any of 5
2. Calgary	B. Ed. Elem.	no	yes	—	lang. lit. meth.	Fr./Ger./Spa.
Calgary	B. Ed. Secon.	no	yes	—	lang. lit. meth.	Fr./Ger./ Sp./Lat.
3. Manitoba	Elementary	no	no	—	—	—
Manitoba	Secondary	no	yes	—	methods	Fr./Ger./Lat.
4. Memorial	B.A. (Ed.)	yes	—	2 years	lang. lit.	Classics or Moderns
Memorial	Conjoint	yes	—	2 years	lang. lit.	Classics or Moderns
5. Moncton	B. Ed.	no	yes	—	linguistic	ang./Fr.
6. Saskat. (Sask) Stan. A.		no	yes	—	—	Moderns
Saskat. (Sask) B. Ed. (Sec.)		yes	—	1 year	lang. lit.	Classics or Moderns
7. St. Mary's	B. Ed.	no	yes	—	lang. lit.	Fr./Ger./ Sp. Lat.
8. U. B. C.	B. Ed. Elem.	no	yes	—	lang. lit.	any
U. B. C.	B. Ed. Secon.	no	yes	—	lang. lit.	any
9. U. N. B.	B. T. Elem.	yes	—	1 year	—	French
U. N. B.	B. T. Com/Ind.	no	yes	—	—	Classics/Fr.
U. N. B.	B. Ph. Ed.	yes	—	1 year	—	Moderns
10. Victoria	B. Ed. Elem.	no	yes	—	—	any
Victoria	B. Ed. Sec.	no	yes	—	—	any

SECOND LANGUAGE REQUIREMENTS FOR GRADUATION
AT TEACHER-TRAINING INSTITUTIONS

<u>Departments of Education</u>	<u>Name of Programme</u>	<u>Sec. Leng. Required</u>	<u>Sec. Lang. Option</u>	<u>Years Required</u>	<u>Nature of Course</u>	<u>Language Specified</u>
1. Acadia	Diploma Ed.	no	yes	---	choice	any
2. Acadia	B. Ed.	no	yes	---	choice	any
2. Brandon	Elementary	no	yes	---	linguistic	French
Brandon	Education I	no	yes	---	lang. & methods	Fr./Lat., Ger.
3. Dalhousie	Elementary	no	no	---	---	---
Dalhousie	Secondary	no	yes	---	methods	Fr./Lat
4. Mt. Allison	Diploma	no	yes	---	lang. lit.	Fr./Ger./Lat.
Mt. Allison	B. Ed.	no	yes	---	lang. lit.	Fr./Ger./Lat.
5. Mt. St. Vincent	Diploma	no	yes	---	methods	French
Mt. St. Vincent	B. Ed.	no	yes	---	methods	French
6. Prince of Wales	Certif. I	no	yes	---	methods	French
Prince of Wales	Certif. II	yes	---	1 year	methods	French
7. Saskat.(Regina)	Stan.Cert.	no	yes	---	literature	Fr./Ger./ Ukrainian
8. St. Dunstan's	Certif. I	no	yes	---	methods	French
St. Dunstan's	Certif. II	yes	---	1 year	methods	French
9. St. Francis X.	Diploma	no	no	---	---	---
St. Francis X.	B. Ed.	no	no	---	---	---
10. St. Thomas U.	B. Ed.	no	yes	---	methods	French

LABASQUE ACTIVITIES OF LABOR-MARKING INSTITUTIONS

Institution	Recruiting Programme	Circularize Professional Information	Programme of Research in Methodology	Refresher Seminars for Graduates	Class Demonstrations	Laboratory Demonstrations	Visual Aids Demonstrations	In-service Training	Training of Critic Teachers
1. Hamilton T.C.	yes	yes	no	no	no	no	no	bit	some
2. Lakehead T.C.	yes	yes	no	no	no	no	no	bit	some
3. Lakeshore T.C.	yes	yes	no	no	no	no	no	bit	some
4. London T.C.	yes	yes	no	no	no	no	no	bit	some
5. North Bay T.C.	yes	yes	no	no	no	no	no	bit	some
6. O. C. E.	yes	yes	some	yes	no	yes	yes	yes	yes
7. Ottawa T.C.	yes	yes	no	no	no	no	no	bit	some
8. Peterborough	yes	yes	no	no	no	no	no	bit	some
9. Stratford T.C.	yes	yes	no	no	no	no	no	bit	some
10. Sudbury T.C.	yes	yes	no	no	yes	no	no	no	some
11. Toronto T.C.	yes	yes	no	no	no	no	no	bit	some
12. U. Ottawa T.C.	yes	yes	no	no	no	no	no	no	no
13. Windsor T.C.	yes	yes	no	no	no	no	no	bit	some

[illegible]

[illegible]

